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ABSTRACT

The result of a 3-day conference on integrating women's studies into the college curriculum, this report provides background and information on how the new scholarship on women changes the assumptions, goals, and means of liberal education. It was written specifically for the Association of American Colleges. The SIROW conference was attended by the directors of 17 projects involved in integrating materials on women into the college curriculum. Following background information and a rationale for women's studies in the college curriculum, various approaches used to integrate women's studies into the traditional curriculum and the role that administrators can play are discussed. Funding aspects are examined, and benefits of women's studies integration to colleges and universities are described. Results of the projects that participated in the SIROW conference are presented. Appendices contain the names of participants of the SIROW conference, the conference agenda, and summaries of the curriculum integration projects. (RM)

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INTEGRATING WOMEN'S STUDIES INTO THE CURRICULUM

A Report to the Association of American Colleges
on the Conference
"Integrating Women's Studies into the Liberal Arts Curriculum"

Princeton, New Jersey
August 27-30, 1981

Myra Dinnerstein (University of Arizona)
Sheryl R. O'Donnell (University of North Dakota)
Patricia MacCorquodale (University of Arizona)

SO 015 988

Sponsored by

Southwest Institute for Research on Women (SIROW)
University of Arizona

with the support of the

Rockefeller Family Fund and the National Endowment for the Humanities

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B. Agenda for SIROW Conference

C. Summaries of Curriculum Integration Projects

I. Introduction

This report comes out of a three-day conference held at the Nassau Inn, Princeton, New Jersey, August 27-30, 1981, on integrating Women's Studies into the curriculum. Sponsored by the Southwest Institute for Research on Women (SIROW) and supported by the Rockefeller Family Fund and the National Endowment for the Humanities, the conference brought together directors of seventeen projects involved in integrating materials on women into the college curriculum, consultants in Women's Studies, professors from the social sciences and humanities, and representatives from funding agencies. The goals of the SIROW Conference were to:

1) offer project participants a chance to exchange information on strategies to initiate, continue, and institutionalize curriculum integration and to plan for the future;
2) collect and disseminate information to those in colleges and universities who are interested in undertaking curriculum integration;
3) inform college administrators about the progress of curriculum integration at colleges and universities throughout the country.

This report to the Association of American Colleges is designed to give AAC members background and information on how the new scholarship on women changes the assumptions, goals, and means of liberal education. It will:

1) explore the background and rationale for Women's Studies in the college curriculum;
2) summarize the results of efforts to transform the liberal arts curriculum by integrating the new scholarship of women into traditional courses;

3) explain how administrators can help institutionalize this transformation so that the search for knowledge and the teaching of humane values includes the recognition that women are half of the world's population and that gender bears importantly on human experience.

Representatives of "mainstreaming" projects attending the SIROW conference were chosen to represent both a variety of approaches to integration and a wide spectrum of institutional settings. Attending the meeting were representatives of four women's colleges, seven state universities. two religious colleges (one of which is coeducational), one small liberal arts college, one discipline-specific project (American Literature), and two college consortia (the 16-College group of colleges chiefly for women, and the Great Lakes Colleges Association of twelve small midwestern liberal arts colleges). See Appendix A for a list of SIROW Conference Participants.

II. Background and Rationale: Women's Studies and the Transformation of the Curriculum

More than a decade ago, scholars in a number of academic disciplines began efforts to include women as subjects of serious study in the college curriculum. Because traditional courses often omitted the study of women's work and experience, the content of education itself seemed incomplete. Gaps in regular course offerings began to emerge as Women's Studies scholars examined the syllabi and textbooks used in most schools. "Where are the women?" asked students of history and literature. "What are the women doing?" inquired political scientists and social demographers. The old query, "What do women want?" changed from Freudian joke to academic question to curricular concern as women began to articulate the need for a curriculum which acknowledged them and their history.

By the early 1970's, teachers and scholars influenced by the women's movement organized Women's Studies courses and programs which took new approaches to the search for knowledge Since few traditional textbooks included women's experiences and perspectives, they wrote their own. Since little research had been done on women's lives, they began to build a body of data which could provide a base for the accumulation of further knowledge and the reconstruction of women's culture. Since scant attention had been given to women as producers and disseminators of human knowledge, they created theories of women as a conceptually distinct group which could serve as the subjects of scholarly inquiry. From the outset, Women's Studies has had a transformative goal: the changing of materials and courses of study so that all phases of education, from kindergarten through graduate and professional schools, will accurately reflect the lives and concerns of women as well as men.

Women's Studies has grown from two known programs in 1969 to over 350 programs offering some twenty thousand courses in 1981. The field of Women's Studies is now clearly a part of the American college curriculum. Its purpose is to integrate women's experiences and perspectives into all descriptions and analyses of human behavior, offering students a deeper understanding of humanity by expanding the purview of research and scholarship to include "the other half" of the human race. Its primary strategy has been to establish courses on women--heavily concentrated in the undergraduate curriculum--which either fall within particular disciplines or use an interdisciplinary approach to women's lives.

In either case, the exposure to the new scholarship on women which Women's Studies students receive is both practical and humane. In a world where increasing numbers of women have entered the paid labor market and role expectations for both sexes are shifting, university graduates need exposure to the new scholarship on women. Women's Studies courses have helped colleges and universities prepare their students for life in the new world of two-earner families, shared household labor, and more father-child involvement.

But what of those students who do not choose to enroll in Women's Studies courses? For those students the traditional curriculum offers little if any scholarly information on women. Instead, it has remained essentially male-centered, emphasizing "public action, laws, wars, and those who have survived fairly well within cultural systems."

Incorporation of Women's Studies materials into the traditional curriculum has been slow, indirect, and usually accomplished when Women's Studies professors themselves integrate these materials into their non-Women's Studies courses. A women's history specialist might include topics such as

"Childbirth" and "Women's Legal Status" in a survey of American history. A professor of the anthropology of women could include Woman, Culture, and Society among required readings for a seminar on cultural anthropology. But few professors outside of Women's Studies specialties incorporate the new research on women in their courses. It is still possible to take a college degree in any one of our universities and never learn that women create culture, or that their volunteer work in church and civic groups affects the economy, or that the least studied forms of political action seem most congenial to women's lives. If the purpose of Women's Studies is to transform liberal education by integrating female experiences into all descriptions and analyses of human behavior, we must define strategies by which Women's Studies programs might affect the entire academy.

Concerned about the best ways to increase the numbers of students reached by Women's Studies courses, and moved by the need to provide all students with an education that reflects the experiences of both sexes, Women's Studies scholars and teachers have begun a new movement to integrate Women's Studies into the traditional curriculum. This strategy has been called by a variety of names, most popularly "mainstreaming," but it has as its goal the reshaping of course content and curricular design. It should be distinguished from the compensatory approach to curriculum reform. "To add women and stir," is not enough and, in some cases, is misleading. A special unit on women's suffrage in a history or political science course which includes no other material on women may give students the erroneous impression that women are important only when they have entered the public sphere. The "exceptional women"--those who left the private sphere of home and children, where most women have spent their lives--are presented as worthies, while the majority of women are ignored because their actions may not be understood as "public" and are therefore not viewed as significant or political.

Integrating women into the curriculum requires a whole new way of viewing and describing human activity, not just a supplementary gesture. Thus, "mainstreaming" is both a broadening of course content and a transformation of the principles of curricular selection and organization.

The new scholarship on women can transform the liberal education curriculum by giving shape and visibility to women's lives, past and present, and in almost every academic discipline. As Margaret McIntosh points out, "Society has been held together by groups of people who are not distinguished by public achievement, recognized power, or cultural innovation, but who weave and maintain the social fabric, living out of the limelight except in times of violence and disruption. Some of the essential work that such people have done is in the taking care of people and systems, and the maintaining of production and reproduction...A thorough study of women also makes visible many men who were not previously featured in the curriculum. In fact, about nine-tenths of the world's population suddenly becomes visible when one takes the emphasis off the public lives of white Western men, who are seen as cultural leaders, and includes those who for reasons of sex, race, class, national or religious background, were defined as lower caste." For example, an American history course would redefine key terms used to define "Jacksonian democracy" and "the frontier experience" to include women's experiences in nineteenth-century America. Students would see that these terms in reality describe the formation of American character when applied to white males. But women's options were not expanded during the Jacksonian period, and they gained more economic freedom in cities than in frontier towns. "Perhaps," writes historian Ann Lane, "the frontier symbol for American women ought to be the typewriter rather then the plow or mining implements," since "it was the growth of office work, office bureaucracies, that provided the avenues of upward mobility for American women." Women's art--quilts, textiles, and

fabrics, as well as fiction and painting, is validated by the new perspectives in Women's Studies. Women's language--the making of connections between people and the eliciting of information--is explored. Psychologist Carol Gilligan says that women's moral development may be newly defined as "a mode of growth that takes place within relationships and of connection based not on rules to regulate competition but rather on relationships that give rise to cooperation." The social fabric of everyday life can now become the stuff of rigorous inquiry. "A whole new world of theory and praxis has opened up to me," wrote a liberal arts student after taking a Western civilization course which included the study of women. "I didn't realize that women made any real difference in the world."

III. Description of Curriculum Integration Projects

Approaches to integration of Women's Studies in the curriculum vary considerably, depending on the institutional settings in which they take place. College administrators who are interested in supporting curriculum change now have a variety of approaches to choose from.

A number of universities, including California State at Hayward and the University of Arizona have used their Women's Studies program to extend the new scholarship on women throughout their university's entire curriculum. Other schools utilize faculty who are teaching courses on Women's Studies or whose major research focus is on women; still others look for leadership to administrators who have themselves been pioneers in Women's Studies. Some other schools, eager to bring the results of new research on women to their campuses, are limited by small numbers of Women's Studies faculty and resistance to new programs in a time of declining financial resources and tight budgets. They view curriculum integration as a way of broadening the liberal arts curriculum through an infusion of Women's Studies scholarship in all departments as well as the establishment of a separate program.

Small liberal arts colleges like Wheaton and Guilford seek to involve the entire faculty in their integration efforts while large state universities like Montana State and the University of Arizona concentrate on professors who teach large, introductory-level undergraduate courses. Discipline-wide projects such as that of The Feminist Press on American literature courses involve participants from universities throughout the country, while coalitions like the Great Lakes Colleges Association, the Wellesley Faculty Development program and Georgia State deal with faculty from a number of colleges within the region.

Most of the projects represented at the SIROW Conference are newly involved in mainstreaming efforts although several colleges, notably

Stephens and Guilford, started their activities in the early 1970's. Strategies for mainstreaming range from campus faculty development projects to conferences to institutes and seminars. Using a faculty development model which includes as a major component the opportunity for independent research or reading, most of the projects described at the SIROW Conference helped faculty acquaint themselves with the new scholarship on women and then begin to initiate curricular change.

At some institutions, notably Montana State, the University of North Dakota and Wheaton, faculty members initiated projects to investigate problems or issues they had identified in their own fields. Faculty made three types of research studies: content analyses of textbooks (e.g., "Treatment of Women in Anthropology Texts"); surveys/questionnaires (e.g., "Women Student Success in Agriculture Engineering"); and literature reviews (e.g., "Women in the History of Mathematics"). They then used the results to modify their courses.

"Mainstream" projects often supplemented independent faculty research with seminars or workshops, visiting scholars, and resources supplied by the project staff: articles, books, bibliographies and review essays. Conferences are another strategy used by two of the SIROW meeting participants. The Georgia State conference, "A Fabric of Our Own Making: Southern Scholars on Women," presented the new scholarship on women in order to stimulate new ideas for research and course development. The 16-college Informal Coalition, a consortium of 16 independent and primarily women's colleges, held a conference to study the integration of Women's Studies into the liberal arts curriculum and the role which women's colleges might play in that effort.

Courses, summer institutes and workshops proved helpful to several schools. California State University at Hayward granted 12 faculty mem-

bers two credits of released time to attend a semester-long Faculty Development Course team-taught by two Women's Studies faculty and featuring lectures, common readings, and independent projects. Summer institutes for faculty are a major part of the integration projects at Lewis and Clark College, the Great Lakes Consortium Association program, and The Feminist Press's project on American literature. Wheaton sponsored a two day conference for the entire faculty, administrators and student leaders at the beginning of their project and a one-week interdisciplinary workshop to introduce faculty to the new scholarship about women.

Several projects included the creation of "products" as an important part of their strategies. The Feminist Press's project on "Mainstreaming Women's and Minority Studies in American Literature Courses" will produce a volume of syllabi, bibliographies and related materials plus brief essays on courses which have begun to be changed and a new anthology of American literature which significantly increases the inclusion of women and minority writers. Both Montana State and the University of North Dakota required participants to prepare written accounts of their research and revised curriculum for possible publication. Selected papers and slides from the art exhibit will be made available to those who attended the conference at Georgia State.

The most important product resulting from the faculty development programs, however, was a changed curriculum, passing on to students an enlarged and corrected picture of social reality.

IV. Role of Administrators

One question raised by college and university administrators who see the logic of including women in the curriculum of their institutions might be, "What can I do? The curriculum is a faculty prerogative." In the responses which our conference participants gave the question of how they effected curricular change, administrative support was important to virtually every effort. In fact, one of the most striking features of curriculum reform reported by SIROW Conference participants was the extent to which administrators served as leaders in the development of curriculum integration on their campuses. Many of the 17 program representatives described how administrators, ranging from presidents and provosts to assistant deans, played a key role in initiating projects to integrate the new scholarship on women--some by contacting funding agencies or writing grant proposals, others by working with Women's Studies faculty whose efforts toward integration they could support.

Administrators' support of curriculum revision was often prompted by a vision of how the new scholarship on women fulfills their institutions' commitments to liberal education. Presidents of women's colleges questioned whether their unique responsibility to women students was being met by the traditional curriculum. Liberal arts deans wondered whether their schools' definition of a well-rounded education could possibly meet the changing needs of both sexes. Provosts of religious schools felt that their traditional commitment to justice and truth needed to be implemented through the inclusion of women in the curriculum.

In conducting reviews to gauge whether or not the curriculum responded to the needs of all its students, administrators and faculty asked whether students' courses of study reflected the reality of a world in which both sexes live. Some were moved by a general concern with values, particularly

the issues of sexism, racism, and affirmative action, believing that faculty could deal with these issues most effectively by re-examining the content of their teaching and research. Renewed interest in general education requirements and core curriculum revision provided the occasion for some administrators to call for reconceptualization of these courses to include women's experiences and perspectives. On some campuses with Women's Studies courses, administrators made sure that issues raised in the process of teaching and doing research about women challenged the content and organization of the traditional discipline structure. Some administrators used programs for general faculty development to promote rethinking about women's issues and to introduce faculty to exciting and innovative scholarship on women.

SIROW Conference participants listed several ways that administrators created support for curriculum integration projects and emphasized their institutions' commitment to the pursuit of knowledge.

1. Building upon an Existing Women's Studies Program or Faculty.

   Administrators find that integration projects have been most successful where they have been built around a core of Women's Studies faculty whose presence 1) gives the campus local experts and lessens dependence on scholars from outside the campus; 2) provides a critical perspective on current research that deepens the value of that research and prevents the cosmetic "add women and stir" approach. On campuses without formal Women's Studies programs, administrators have been able to encourage curriculum integration by bringing Women's Studies faculty together and by providing inter-disciplinary forums at which the rest of the faculty can be introduced to work that has already been done by their Women's Studies colleagues.

Needless to say, support of Women's Studies faculty, who have been integrating material on women into their courses for years, is important to the process of curriculum change. Women's Studies faculty are experts on both Women's Studies and integration, having created concepts and theories that are used to organize and make sense of the new data on women. They have written innovative materials, revised textbooks, unearthed examples and illustrations, and conducted new research to complete the view of human behavior traditionally offered in their disciplines. Most administrators find these faculty members a logical group for the start of curriculum change efforts though, on some campuses, administrators have initiated a program aimed at changing the entire core curriculum without focusing specifically on Women's Studies faculty.

2. Public Recognition and Publicity of the Projects' Efforts.

Public administrative support has increased the legitimacy and visibility of curriculum integration. Presidents', deans', and provosts' written and verbal reports on college activities have provided a forum for acknowledging the importance of the new scholarship and teaching about women. Mentioning the project to opinion leaders outside the university--legislators, religious officials, funding officers, community groups, civic organizations, and alumni/ae--also assigns them value. Administrative sponsored events (lectures, kick-off dinners, Women's History Weeks) and participation in scholarly conferences has lent weight and authority to mainstreaming projects.

3. University-Wide Support of Interdisciplinary Efforts.

Administrative encouragement of interdisciplinary programs to review, modify and develop the curriculum has helped to correct

narrow views of the academic disciplines as isolated entities. Administrators' creation of institutional structures to allow interdisciplinary courses and team teaching have been especially helpful to Women's Studies scholars because the new research on women is, by definition, interdisciplinary.

4. Renewed Institutional Commitment to Teaching and Curriculum Integration.

Administrative support would indicate to the faculty that participation in curriculum integration and awareness of the new scholarship on women are important activities to be seriously considered in tenure and promotion decisions and in the allocation of merit funds. Released time to develop materials or to attend faculty development seminars may be necessary to allow faculty members time to revise course syllabi while informing themselves about the new scholarship on women. Conference participants suggested that administrative sponsorship of teaching awards to instructors who integrate materials on women into their courses would help recognize the effort of faculty members who may or may not be an official part of integration projects.

5. Financial Support for Integrating Curriculum Within a National Framework of Faculty Development.

Colleges and universities with ongoing faculty development projects have committed at least a portion of their funding to the new scholarship on women. Money for consortial workshops, attendance at professional meetings and Women's Studies associations, visiting scholars and outside consultants has been particularly important in linking the integration projects into the national network of scholars engaged in curriculum revision. Funds for books,

journals, films and other materials that can be used by a large number of faculty are essential in providing for curricular change.

One sensitive question which project directors at the SIROW Conference raised was the extent of administrators' power to influence curriculum content, an issue that evokes questions about academic freedom in the classroom and faculty autonomy. To mitigate tensions and to insure successful curricular integration efforts, administrators formed alliances with interested groups, such as Women's Studies faculty or Curriculum Committees, so that revisions were made through the institution's regular procedures and committees. Skilled administrators were those who saw that faculty initiated and directed curricular integration while administrators offered them moral, financial, and institutional support.

V. Funding Prospects: Past and Present

Funding by government and private agencies has been a key factor in promoting projects to integrate Women's Studies into the curriculum. Several project directors noted the availability of federal grants and foundation monies as crucial to their undertaking projects when they did. Fifteen of the seventeen projects represented at the SIROW Conference have received some form of external support from agencies such as the Fund for the Improvement of Postsecondary Education, the National Endowment for the Humanities, and the Women's Educational Equity Act. Four private foundations--the Carnegie Corporation, the Ford and Andrew W. Mellon Foundations, and the Lilly Endowment--have also funded projects when they intersected with other program objectives of the foundations. The significance of funding as a factor in promoting curriculum integration may be skewed by that fact that extensive programs with outside funding were more likely to attract the attention of SIROW organizers than were small programs funded by deans and provosts.

Given the declining availability of outside funding opportunities, new ways to fund curriculum revision must be found. Projects will need internal funds to support their work and will increasingly have to offer faculty supports and incentives that can be supported by the institution itself, such as released time, summer stipends, book grants, and faculty development grants. General faculty development programs can make certain that some of their funds are specifically earmarked for changing the core curriculum rather than producing advanced-level courses. Standing college committees such as curriculum or teaching and learning committees can focus their energies on devising strategies for integrating materials on women into the curriculum. Alumnae gifts are a potential source of funding which may have been previously neglected. Three of the projects at the SIROW Conference had received funding from alumnae specifically to support Women's Studies integration.

VI. Benefits of Women's Studies Integration to Colleges and Universities

The experience of 357 Women's Studies programs now in existence as well as the seventeen integration projects represented at the SIROW Conference suggest that efforts to integrate Women's Studies into the curriculum offer many benefits to the institution in addition to those occurring in the classroom:

1) The curriculum reflects the experiences of both sexes and therefore provides an accurate picture of social reality.
2) The process of integrating Women's Studies provides an occasion for a thorough review and critique of an entire college curriculum to assess how it is meeting the needs of its students and whether or not it reflects and incorporates advances in research.
3) Interdisciplinary networks for communication, research, and teaching offer intellectual stimulation and increase the interaction of colleagues.
4) A curriculum that responds to the interests of women and minorities is an attractive inducement in recruiting and retaining students, especially the growing numbers of returning women students enrolled in continuing education and evening courses.
5) Increased faculty publication results from involvement in new areas of research and teaching.
6) Women's Studies integration and the concomitant curriculum review and revision provide impetus for building library collections and organizing materials on women in special collections and archives.
7) For women's colleges, efforts to integrate Women's Studies pro-

vide opportunity to re-think and revitalize the unique mission of those institutions.

8) For all liberal arts institutions, efforts to integrate Women's Studies provide the opportunity to review and expand the commitment to the open-minded pursuit of truth.

VII. Results of Women's Studies Curriculum Projects

Although nine of the seventeen projects represented are in the early stages or have barely begun, the cumulative results of the other eight projects represented at the SIROW meeting are impressive. Results of the questionnaires completed by the projects show:

Number of new courses on women: 66

Number of existing courses altered: 267

Number of papers delivered by project participants at professional meetings: 166

Number of articles on related topics submitted by participants for publication: 123

Number of students in experimental courses: 4500

Number of books completed: 7

Appendix A

Participants in SIROW Conference

"Integrating Women's Studies into the Curriculum"

Princeton, N.J., August 27-30, 1981

Representatives from Projects Designed to Integrate Women's Studies into the Curriculum

Inzer Byers, Salem College, Winston-Salem, NC
Myra Dinnerstein, University of Arizona, Tucson, AZ
Jeanine Lindstrom Elliott, Stephens College, Columbia, MO
Diane Fowlkes, Georgia State University, Atlanta, GA
JoAnn Fritsche, University of Maine, Orono, ME
Eva Hooker, St. Mary's College, Notre Dame, IN
Susan Kirschner, Lewis & Clark College, Portland, OR
Paul Lauter, The Feminist Press, Old Westbury, NY
Pat MacCorquodale, University of Arizona, Tucson, AZ
Charlotte McClure, Georgia State University, Atlanta, GA
Peggy McIntosh, Wellesley College, Wellesley, MA
Sherry O'Donnell, University of North Dakota, Grand Forks, ND
Beth Reed, Great Lakes Colleges Association, Ann Arbor, MI
Ruth Schmidt, Wheaton College, Norton, MA
Betty Schmitz, Montana State University, Bozeman, MT
Marilyn Schuster, Smith College, Northampton, MA
Bonnie Spanier, Wheaton College, Norton, MA
Carol Stoneburner, Guilford College, Greensboro, NC
Emily Stoper, California State University, Hayward, CA
Mary Ruth Warner, University of Massachusetts, Amherst, MA

Consultants

Paul Alpers, University of California, Berkeley, CA
Seymour Drescher, University of Pittsburgh, Pittsburgh, PA
Susan Gore, National Women's Studies Association, College Park, MD
Florence Howe, SUNY, Old Westbury, NY
Sidney Mintz, Johns Hopkins University, Baltimore, MD
Al Pinkney, Hunter College of the City University of New York, New York, NY
Elaine Reuben, National Women's Studies Association, College Park, MD
Bernice Sandler, Project on the Status and Education of Women, Washington, DC
Joan Shapiro, HERS/Mid-Atlantic, Philadelphia, PA
Martha Tolpin, HERS/New England, Wellesley, MA

Representatives of Foundations and Funding Agencies

Laura Bornholdt, Lilly Endowment, Inc.
Mariam Chamberlain, The Ford Foundation
Sara Englehardt, Carnegie Corporation of New York
Marilyn Levy, The Rockefeller Family Fund
Kathleen McCarthy, Rockefeller Foundation
Sidonie Smith, The National Endowment for the Humanities
Lyn Maxwell White, The National Endowment for the Humanities

Staff

Lynn Fleischman, University of Arizona, Tucson, AZ

Appendix B

Agenda for SIROW Conference

"Integrating Women's Studies into the Curriculum"

8/27 Opening Remarks and Introductions

8/28 Session I: Areas of Resistance and Strategies to Overcome Them

Panelists: Myra Dinnerstein, Betty Schmitz, Carol Stoneburner

A. Strategies to interest faculty--release time, stipends, and other resources.

B. How to increase visibility of integration projects.

C. Campus perception of integration projects and reactions to project participants.

D. How to move beyond "tokenism" or the compensatory approaches.

Session II: What is Happening in Classrooms where Women's Studies Materials are Integrated?

Panelists: Jeanine Lindstrom Elliott, Peggy McIntosh, Bonnie Spanier

A. Faculty:

1. How is the new scholarship on women presented?

2. Is some material on women better than none?

B. Students:

1. How students respond to receiving this information in a non-Women's Studies classroom.

2. Practical tips for dealing with students' reactions.

Session III: Evaluation

Panelists: Pat MacCorquodale, Joan Shapiro, Martha Tolpin

A. What are we trying to measure--increase in knowledge, change in behavior, change in attitudes?

B. What are the most effective evaluation designs and specific instruments of evaluation?

C. How can we involve mainstreamers in the evaluation process?

8/29 Session IV: Institutional Commitment to Mainstreaming

Panelists: Beth Reed, Ruth Schmidt, Emily Stoper

A. How can we tell when a campus is ready for mainstreaming?

B. Strategies for securing institutional support.

Session V: Effect on the Disciplines

Panelists: Paul Lauter, Marilyn Schuster

A. In what ways does changing the curriculum modify the questions, issues, and methodologies central to each discipline?

B. How can integration projects tie into new scholarship which changes the disciplines?

8/30 Session VI: Future Directions

Panelists: Florence Howe

A. Dissemination.

1. How can we adapt individual programs to be models for curriculum change?

2. How can we best disseminate these models?

B. Women's Studies.

1. What is the inter-relationship between Women's Studies and mainstreaming?

2. How can Women's Studies programs be used as a base from which to develop mainstreaming projects?

APPENDIX C

Summaries of Curriculum Integration Projects

for

Conference on Integrating Women's Studies

into the Curriculum

Nassau Inn

Princeton, New Jersey

August 27-30, 1981

INZER BYERS

Conference on
"Scholars and Women: The Place of the New Learning
about Women in Liberal Arts Institutions"
The 16-College Informal Coalition

In 1980-81, sixteen independent colleges with a shared history of educating women joined in an informal coalition. The purpose of their joint effort was to study the integration of women's studies scholarship into the liberal arts curriculum and the role which women's colleges might play in that effort. The conference was held March 13-15, 1981 at the Center of Continuing Education at College Park, Maryland, funded by the Ford Foundation and the Carnegie Corporation.

The sixteen colleges involved included two West Coast institutions, Mills and Scripps, and 14 eastern and southern ones: Agnes Scott, Cedar Crest, Chatham, Goucher, Hollins, Hood, Mary Baldwin, Randolph-Macon, Salem, Skidmore, Spelman, Sweet Briar, Wells and Wheaton. One member, Skidmore, has become in recent years a coeducational institution.

The conference centered around two major themes: first, the new scholarship about women in the humanities, social sciences and natural sciences, and secondly, the need for and problems of the integration of such scholarship into the liberal arts curriculum.

The conference, which involved 72 faculty and administrators, centered on faculty development. The first concern thus was to inform faculty about trends in women's studies scholarship and mainstreaming issues through the efforts of several national women's studies authorities. A second effort focused on examples of the impact of the new scholarship and methodology issues in specific disciplines. A third part of the conference concerned activities within our own institutions. Faculty presented papers about women or methodological experiments at integration.

A key motivating premise of the conference was the belief that women's colleges have a special obligation to be involved in such issues and a potentially unique role to play in integrational efforts. Accordingly, the final sessions centered on evaluation of the roles which women's colleges might play.

Before the conference ended, each college group was asked to report on plans for giving immediate feedback to their individual college about the conference. Also they indicated possible ways of involving their campus in follow-up activities. The conference program coordinator is to act as liaison person for collecting information about what is to be done and to circulate that material among conference participants.

MYRA DINNERSTEIN

Women's Studies and the University Curriculum
University of Arizona, Tucson, Arizona

The goal of this three-year project, funded by the National Endowment for the Humanities, is to change the content and the structure of curriculum to include materials and scholarship on women by the following means: conducting a series of faculty development activities that will enable faculty of basic courses in many departments to develop materials on women; extending Women's Studies to the graduate level by establishing four new graduate courses in Sociology, Anthropology, Political Science and History; and by revising the undergraduate Women's Studies curriculum.

Each year of the three-year grant period a new group of ten professors will join the faculty development project. By the third year of the grant, 30 faculty members will have participated in the project.

Activities in the project include:

Dean of Liberal Arts Invitational Program - at the beginning of each project year, the Dean of Liberal Arts sponsors an invitation program for heads of the department involved in the mainstreaming effort, the professors who will be joining the project and the Women's Studies faculty.

Summer Study Time - for five weeks during each of three summers, ten professors receive summer stipends to read and study Women's Studies scholarship and develop Women's Studies material and bibliography to incorporate into their courses. A Women's Studies faculty member acts as a resource for the group and she and the Women's Studies librarian act as consultants on bibliography and Women's Studies scholarship.

All-Day Retreat for Faculty Participants and Women's Studies Faculty - during the retreat, which takes place before the academic year begins, participating faculty each present a formal report on how they plan to incorporate materials on women into their syllabus and course. The retreat gives Women's Studies faculty and participating faculty an opportunity to discuss Women's Studies content, theories and methodologies.

Visiting Scholar Colloquia - twice each semester, Visiting Scholars will visit the campus to hold colloquia with participating faculty and with the relevant department. The colloquia are also occasions for participating faculty to discuss problems, questions and issues involving the integration of materials.

Informal Consultation and Evaluation - throughout the year the Director, Assistant Director and the Women's Studies faculty will be on call for informal consultation with participating faculty. Each of the participating faculty has already been contacted by the Women's Studies faculty in his/her department and invited to join the project. This Women's Studies contact will continue to be available for discussions throughout the course of the project.

Continuing Participation in the Project and Formation of the Women's Studies Network - although each year the faculty development activities will introduce ten faculty members, the other participating faculty will be invited, from the beginning, to the Women's Studies colloquia, the retreat and the evaluation meetings in order to build a university-wide network of faculty involved in the new research on women.

JEANINE LINDSTROM ELLIOTT

Integrating Women's Studies into the Curriculum, 1973-1981
Stephens College, Columbia, Missouri

Stephens has been engaged in a process of curricular change involving Women's Studies since 1973.

In 1980-1981, a major curricular revision was undertaken by the college. All courses which students take to meet the liberal education requirement (six courses for B.S. and B.F.A. degrees, eight courses for the B.A. degree) will incorporate information and values relevant to women and ethnic minorities, Women's Studies will be one of seven areas in the liberal education requirement, and a senior requirement for all B.A. students will be designed to integrate classroom learning with the decision-making, value-oriented components of women's lives. The final test of success of integrating women's studies into the curriculum will come with the implementation of the new degree requirements in 1982.

A number of projects have been undertaken since 1973 which have contributed to this faculty decision. One such project was the Faculty Workshop on Women's Education which was established in 1971 through a grant from the National Endowment for the Humanities. Workshops have been continued through support from the college. Twenty-five faculty and administrators have participated.

Each year, eight or nine faculty members and/or administrators are selected by the director of the previous year's project, the director for the coming year and the Assistant to the President for Women's Education. Members are chosen to represent the diverse character of the college, to maintain a balance between women and men, to maintain a balance between "beginners and advanced" people in the area of women's studies, and if possible, to put together a group of people who will work well with each other. The project director is chosen from among members of the group the previous year.

The Faculty Workshop on Women's Education meets for eight Saturdays during the academic year. In the first part of the year, the group shares in common readings. Resource materials are presented to the group by the director and local consultants. In the latter part of the year, each member is responsible for a half-day discussion. Usually, the participant prepares a paper or project which relates women's issues to their own academic discipline (academic content or teaching methods or both). In some cases, papers have addressed wider institutional issues. When possible, visiting resource people have been invited to participate as consultants.

The participants of the Faculty Workshop, along with the faculty and administrators who form the Women's Studies Faculty (about 50% of the faculty), form the core group which has worked toward implementing the mission of the college within the academic curriculum.

DIANE L. FOWLKES
CHARLOTTE MCCLURE

A Model for Gender-Balancing the General Curriculum in Higher Education

Georgia State University

A predominantly female group of about 15 Georgia State University faculty, staff and students who were interested in research on woman met in the spring of 1976 to discuss common interests, air grievances and devise strategies for creating an atmosphere more conducive to their intellectual pursuits. A natural progression was to develop new undergraduate courses on woman in the various disciplines and to have these new courses accepted by the faculty as part of the curriculum. The Women's Studies Group decided that mounting a conference that brought together scholars/teachers presenting their research on woman would expose participants to the field and provide them with new ideas for research and course development and with strategies for changing the curriculum through gender-balancing. Funding was obtained under the Women's Educational Equity Act in 1979.

The Model: Components

The objectives of the model are: (1) to develop, validate and present new knowledge of and about woman in the various disciplines; (2) to sensitize scholars/teachers in the disciplines and administrators to such new knowledge; (3) to provide (a) course modules and bibliographies for designing new courses that focus on woman or integrate knowledge of and about woman and (b) strategies for curriculum change; (4) to determine the extent to which gender-balancing is achieved.

The methods of achieving the objectives of the model are: (1) to assess the status compared to an ideal gender-balanced status and thus need for courses in liberal arts departments that focus on or include woman-related knowledge; (2) to mount a conference designed to bring the present status of the general liberal arts curriculum closer to the gender-balanced status by (a) calling for papers from the liberal arts and applied disciplines with special attention to the areas of need identified by the needs assessment, (b) validating the proposed research papers with the assistance of scholars in the disciplines and in Women's Studies, and (c) presenting the papers and strategies for gender-balancing in a multi-day conference; (3) to evaluate the achievement of objectives by the conference; (4) to provide conference participants with copies of conference papers and slides of art exhibition to aid in course development and curriculum reform; (5) to assess the post conference status, in liberal arts departments, of courses that focus on or include woman-related knowledge; and (6) to determine the effects of the conference on gender-balancing the higher education curriculum.

A conference, "A Fabric of Our Own Making": Southern Scholars on Women, was held on March 4-7, 1981 at Georgia State University, Atlanta. The conference was attended by about 250 people from all states in the region as well as from other places, people varying by sex, sexual preference, race and age

by type of institution, including community-based groups, and by type of position (student, faculty, administrator). The conference integrated the aesthetic with the cognitive and social aspects of knowledge through enveloping the conference setting with the art exhibition and including artistic performances as panels with discussion. Keynote addresses and a simulation of faculty taking charge of gender-balancing were included with a variety of disciplinary and interdisciplinary panels.

The post-conference evaluation survey will be administered during Fall 1981, and the final evaluation of the effects of the conference on gender-balancing will be completed by the end of March 1982.

JOANN FRITSCHE

Pilot Project: Women and the Curriculum
University of Maine at Orono

A number of faculty want and need to address a number of questions about the substance and quality of the new research by scholars in their own and related fields, prior to their making any decision about the extent to which incorporation of pertinent new research and new perspectives about women or female experience might be valuable for their students and appropriate for their own courses, programs, and research interests. Therefore, in response to a proposal from an ad hoc committee on Women and the Curriculum, the President of the University of Maine at Orono designated $20,000 to be used for development and implementation of a pilot project during the Spring and Summer, 1981.

The primary components of the program are:

1. A structure to enable four faculty teams (one male and one female faculty member on each team) to develop criteria, suggested guidelines, and materials to assist faculty to infuse scholarship and materials about women and by women into regular academic courses and programs in 1) a humanities field, 2) a social science field, 3) education, and 4) a science field.

2. Two faculty seminars (March 4 and April 8, 1981). Outside consultants were asked to speak at a session open to the campus community, in addition to leading a working seminar for faculty who are interested in working on curriculum analysis and infusion.

3. A faculty colloquium -- held in May, 1981. The colloquium was open to all faculty and administrators, campus wide. At the colloquium, faculty who have been involved in the pilot project, as well as an outside consultant with a national reputation, shared information, materials, questions, and perceptions with others who are concerned about quality and equity in education. (Eighty of our 500 faculty participated in the colloquium.)

4. Development of Women and the Curriculum Resource Materials Center.

The $20,000 grant has been used to support 1) stipends for the faculty teams; 2) honoraria and travel expenses of guest speakers and consultants; 3) purchase of books, journals, and curriculum development packages; and 4) faculty/administrative travel to pertinent conferences and workshops.

EVA HOOKER

Woman for the Year 2000

Saint Mary's College Notre Dame, Indiana

Curricular Change at Saint Mary's

In 1975, the College was chosen to participate in a national project, the Project on Institutional Renewal through the Improvement of Teaching, sponsored by the Society for Values in Higher Education. The main thrust of the Saint Mary's project was to strengthen the humanities by means of a pilot program in the liberal arts and a series of seminars and workshops in course development and teaching strategies. At the end of the participation period in the Project on Institutional Renewal, Saint Mary's College had in place a series of tandem, thematic, and sequence courses. The College had also successfully mounted a series of faculty development projects which supported creative and divergent efforts of individual faculty members in course construction. Other activities involved groups of faculty members in an examination of specific teaching problems. As the College moved into the late seventies, the pressures of the job market, the changing roles of women, and the emergence of a renewed and different Catholic Church, provoked concern on the part of the students, faculty, and the administration that the education the College offered its students prepare them to write well, think in ways which linked disciplines rather than split them, make complex value judgements, and mature as thinking, feeling, independent persons prepared to bring to their lives and the lives of others the old values of liberal learning.

New Directions for the Eighties: The Freshman Program

The College, after four years of modest and successful curricular change, needs to provide for itself a period of "radical reflection" as it moves into the eighties--what Eva Brann has described as an intellectual process which leaves no question unasked and pushes as far as possible into the depths of things. A complete consideration of the needs of the College, the students, the faculty, and the times must take place before the College plunges into major curricular change. The first part of this proposal, radical reflection, is the intellectual process which will provide the rationale for change in the curriculum.

What is necessary now is a more radical kind of questioning and thought. The Committee on Teaching and Learning and its predecessor, the PIRIT team, have pressed for a deeper commitment to the changes made so far, a commitment which would require each woman joining the community of students at Saint Mary's to take one or more of a special series of courses designed specifically to organize in a new way what she already knows and what she will learn. The presumption is that new organization of disciplinary lines, new questions which reorder old learning and juxtapose the disparate ideas of new learning, will help the student to discover new starting points for herself. Her new beginning as a freshman at Saint Mary's will prepare her for other new beginnings in thinking, in imagining, and in willing for herself. The woman who knows something in a new way sees herself and her world in a new way. Her ability to search, to inquire, to discover for herself develops more quickly when she ranges through ideas and disciplines fused by likeness and difference. Saint Mary's, in the next three years, will design for all its lower division students a series of tandem, sequential, and thematic courses.

The Writing Program

The writing program at Saint Mary's is multi-disciplinary in nature. A large number of the courses already taught in the pilot program were courses in the writing program. Since the program is unusual and growing and it might

prove to be a useful model for other interdisciplinary efforts, an evaluation of the program will be mounted and new directions in the teaching of writing and thinking explored.

Woman for the Year 2000

As both a part of the lower division program and in an attempt to develop budding cross-disciplinary efforts between the major departments, a series of programs and colloquia will be planned entitled Woman for the Year 2000. Woman for the Year 2000 will provide opportunity for reflection and major curricular change as more understanding of the current debate on the role of women is garnered. Woman for the Year 2000 will be a series of student-faculty-community conversations which will by means of outside facilitators identify the questions which need to be asked, search for answers, plan and design new courses and new ways of teaching. For example, questions about women and power might be raised. Faculty and students would examine the ways Saint Mary's College educates and fails to educate women in the constructive use of power. Courses in history, literature, and politics could be redesigned, taught in conjunction with one another, and planned to provide a rational examination of a very emotion-laden issue. Woman for the Year 2000 is a way of organizing thought in a new way. Instead of asking the usual questions about what the College wants the students to know, we are asking in what kind of thinking will women have to be skilled in the future. The presumption here is that perhaps their thinking will need to differ radically then and that therefore the curriculum will need to differ now. Woman for the Year 2000 will encourage disciplinary shifts, new interdisciplinary arrangements, and intellectual change in both teacher and student. The end result? A curriculum which will pay attention to altering modes of thought and change accordingly.

Women and Justice

The problem we at Saint Mary's College need to address is essentially one of the relationship between Catholic higher education for women and social justice. We have a unique position in being an institution within a well articulated tradition of social justice. This tradition can provide a structure for the analysis of contemporary issues. The world we live in is characterized by global interdependence, increasing complexity on all levels, scarcity, and increasing demands from poor nations. The nation we live in could be characterized as emphasizing material growth, competition, development of technology, rationalism and individualism. We seem to be rapidly approaching our limits materially, ethically, and humanly. As educators and scholars we need to anticipate, to define strategies for evaluating and responding to issues that are, in small ways, now beginning to force our awareness to a broader level of focus. We need to develop skills in our students that will allow them to respond to these issues.

Public Program

A public forum would be provided for that intellectual change in the spring of 1982. The College will celebrate the 25th anniversary of its fine arts center, the first such major building for the arts in northern Indiana. As one part of its anniversary program, the College will sponsor an invitational symposium--Woman for the Year 2000: The Muses, the Arts, and Other Ancient Sisters. At that time, we hope to provide time, space, and art forms which will celebrate the future of education for women.

SUSAN KIRSCHNER

Faculty Development Seminar Model
Lewis & Clark College, Portland, Oregon

A month long Faculty Development Seminar on Women's Studies has just been completed at Lewis & Clark College. The purpose of the seminar was to help faculty members teaching in the core general studies program prepare to incorporate materials and perspectives on women into their courses.

Lewis & Clark is a four-year college with a strong commitment to the liberal arts. The college's general education program is intended to balance the specialization that students experience within their majors. In 1977, the college received a one-year NEH planning grant to teach and refine some pilot courses; in 1979, the college received an NEH development grant to assist in developing the core part of new general education requirements. The new General Studies Program is comprised of two requirements: a year-long Society and culture sequence and a one-term Contemporary Issues course.

The NEH grant funds have been used in two major ways: release time for course development by faculty and a series of summer seminars for faculty. The second of three seminars was held this summer on Women's Studies.

The seminar was composed of 17 faculty members, who met every day for three hours, and a Women's Studies librarian. Faculty received stipends and agreed to teach in the General Studies Program within the next two years. Participants did extensive reading, both before the seminar began and during the seminar. Four visiting scholars, from history, psychology, anthropology, and literature, each led the seminar for one week. In the afternoon, these scholars met with individuals to discuss topics of mutual interest, with Society and Culture teams to assist with course preparation, and with the librarian to go over library holdings and make recommendations for acquisitions.

Evaluation and follow-up activities include documentation and assessment of the effect the seminar has had on faculty participants' inclusion of women in course content, conceptualization of her/his discipline, and on participants' and students' classroom interaction.

PAUL LAUTER

Mainstreaming Women's and Minority Studies in American Literature Courses
The Feminist Press, Old Westbury, New York

There is widespread agreement about the importance of revising introductory American literature courses to reflect the work of Women's and Black Studies scholars. Such courses are the primary means for introducing students to the literature, and often the culture, of the United States. In fact, however, as a survey we have done indicates, such courses have changed little. Works by few white women, fewer Black men, and hardly any Black women are included in most survey courses; nor do the principles of organization and selection in such courses significantly reflect two decades of new scholarship. Indeed, courses do not even display the minimal changes represented by one or two American literature anthologies.

This project is designed to integrate the scholarship and curricular development of minority and women's studies into the mainstream represented by introductory American literature courses by three means. First, we shall gather, edit, and publish a volume of syllabi, bibliographies, and related materials from, and brief essays about, courses which have begun to be changed. Such materials, published in the form of a series of Female Studies volumes, proved to be quite valuable in the development and institutionalization of Women's Studies during the 1970's.

Second, we shall hold a two-week Institute in the early summer of 1982. The Institute will concern practical problems of changing courses and institutionalizing change, but it will primarily be focused on defining "standards of selection" for works used in such courses and in American literature anthologies. We shall disseminate such "standards of selection" in a number of ways, and they shall also provide the basis for the third element of this project: namely, the development of a new anthology of American literature, based upon revised principles of inclusion and organization.

Beginning work on the new anthology will be the third task of the Institute; that work will continue through the second year of this project, during which the collection of syllabi will be published and progress toward changing American literature courses in institutions which send participants to the Institute will be assessed.

Institute participants will be chosen, first, on the basis of commitments by their colleges or universities to use them as "trainers of trainers," that is, to provide leadership within English departments toward changing basic American literature courses. Other participants will be individual faculty who have undertaken revisions of their own courses and key decision-makers in colleges and universities interested in such change.

PEGGY MCINTOSH

Faculty Development Program
Wellesley College Center for Research on Women

A five-year grant from the Andrew W. Mellon Foundation enabled the Wellesley College Center for Research on Women to provide fellowships to New England college and university faculty members for research on women which would lead to a balancing of views of men and women in the undergraduate curriculum.

Thirty-six Faculty Development grants have been awarded to individuals in seventeen different institutions over a four-year period. Recipients teach in fifteen different academic areas, ranging from biology to classics to anthrolopology to political science. Grantees come from a wide variety of institutions, both public and private. Under the terms of the award, up to half of the grants might go to Wellesley College faculty. In the end, fifteen of the thirty-six grantees were from Wellesley.

The aim of the program, which will end in October, 1981, has been to create a campus and regional network of faculty who would reexamine the assumptions behind each of the academic disciplines, do the research on women which is necessary to any reconstruction of the curriculum along feminist lines, and then teach courses which pass onto students a far wider "construction of reality" than is transmitted by the established curriculum.

The grant program was unusual in that it required no written product. It aimed to produce new knowledge, a new kind of teaching, new perspectives on the old curriculum, and a new understanding of how broad our reconstructed base of knowledge could be. Each recipient received up to one-half a year's paid leave to do research on women, and to attend monthly meetings of the Mellon seminar, composed of the group of grantees in any given year. The Mellon seminars were designed to create and sustain a regional network of women from diverse institutional settings so that work done for the grant year would not be done only in private but would be shared and discussed. The first two years' seminars were based around the themes of Women's Language and Women's Networks. In the third year, the format shifted. Each grantee was asked to present an account of her work in progress and also to discuss Women in the Liberal Arts Disciplines by addressing two questions: What is the basic content and methodology of my academic discipline? and How would my discipline need to change in order to reflect the fact that women are half of the world's population? During the fourth year, the group discussed work in progress and topics within the general theme of Women in the University. Grantees therefore did some collective theoretical and analytical work on ideas and institutions as well as carrying on individual work toward curriculum change.

The <u>required</u> activities within the grants program were simply research on women which would lead to a curricular change and participation in the monthly seminars. In line with these requirements, the selection committee, a panel composed of nine faculty and administrators from five New England institutions, had two chief criteria in mind when evaluating applications: the intellectual liveliness and soundness of the proposal and the likelihood that it would actually lead to curriculum change.

SHERRY O'DONNELL

A Project for Curricular and Instructional Development in Women's Studies
University of North Dakota

In 1980, the Women's Equity Committee, a Committee of the Vice-President for Academic Affairs at the University of North Dakota, received money for curriculum and instructional development in Women's Studies from the University's Office of Instructional Development. Under the terms of a Bush Foundation award for improvement of instruction at the University, the Office of Instructional Development gave $7,050 to twenty faculty members from the Colleges of Nursing, Business, Engineering, Fine Arts, Education, and Arts and Sciences. They attended three workshops on integrating Women's Studies into the traditional curriculum, then wrote essays describing their research, course revisions, and curriculum designs for integrating the new scholarship on women into their classrooms. These essays will be published in a Handbook on Women's Studies, to be distribed to UND faculty and educators throughout the state. Selections from the essays will be featured in the September issue of Plainswoman, a regional magazine edited by UND faculty/staff women. Funded by the grant to the Women's Equity Committee, the September issue concerns women and higher education and will be distributed to UND faculty.

The University of North Dakota, a state-supported coeducational school of approximately 10,000 students, does not have a formal Women's Studies program. Since 1973, however, courses on specific topics in Women's Studies have been offered. The Women's Equity Committee offered UND faculty stipends to attend the workshops, opportunity for publication, and a chance to exchange ideas and information with colleagues from other disciplines on campus as well as with nationally-known scholars.

The workshop participants heard lectures and held discussions with Women's Studies scholars in the humanities, the social sciences, and the natural sciences. They viewed films on math anxiety, methods of Women's Studies research, and rural women. Using a set of case materials designed to introduce the concept of sexism in academia (curriculum, teacher/student relationships, hiring and promotion, etc.) faculty members participated in role-playing and mock committee meetings.

Curriculum Development

Faculty developed new courses in mathematics and business; made suggestions for integrating courses offered by the Department of Social Work and into nursing education.

Academic Advising

Faculty designed a brochure for undergraduates explaining how to integrate Women's Studies courses into their majors, do Women's Studies research as independent study projects, or design a major in Women's Studies through the University's Honors Program.

Faculty revised career counselling techniques inhibiting women in the Department of Guidance and Counselling.

Research

Faculty did research on salary inequities at UND; theories of women's low wage and occupational status; sex role stereotyping in teacher education and language textbooks; bibliographical essays on women and anthropology, women and music education, impact of Women's Studies on professional organizations.

BETH REED

Conference on
"Toward a Feminist Transformation of the Curriculum"
The Great Lakes Colleges Association

The idea for establishing a Women's Studies Institute emerged within the GLCA Women's Studies Committee in 1978 as we considered ways our Program could help faculty in our own twelve colleges in their efforts to transform the curriculum. The first GLCA National Summer Institute in Women's Studies took place July 12-August 1, 1981, at the University of Michigan. Substantial support for the first two years of the Institute has been provided by a grant from the Lilly Endowment. Subsequent Institutes are intended to be self-supporting.

The Institute was designed for people already engaged in feminist studies at the college or university level: classroom teachers, librarians, academic administrators, and researchers committed to a feminist transformation of the curriculum. Major components of the Institute were a theory seminar, "A Feminist Critique of the Structure of Knowledge," and a teaching and curriculum workshop, "Women's Studies Teaching Issues, Strategies, and Course Design." These two kinds of sessions ran throughout the Institute, with shared staff, so that participants received intensive, complementary experience in the two most neglected areas of feminist studies: critical theory and an exploration of women's studies teaching issues and teaching approaches. In addition, participants pursued individual or team projects related to their institutional settings.

Interspersed with the above activities were special lectures, performances, and workshops that served several functions, including the presentation of new scholarship in specific fields; exploration of the full personal, social, and political implications of feminist scholarship and teaching; development of new and liberating imagination through the special contribution of the arts; and the building of community and a continuing network among participants.

The 48 participants selected for the first Institute were from all regions of the United States; two were from The Open University in Great Britain; and one was a Swiss citizen currently at the University of London. They represented a range of disciplines and administrative experience and diverse kinds of institutions: state universities, community colleges, and both women's and coeducational liberal arts colleges. Individual projects included the development of new women's studies courses, the transformation of traditional courses, and various plans for women's studies curriculum development and the incorporation of women's studies into the general education curriculum.

RUTH SCHMIDT
BONNIE SPANIER

Toward a Balanced Curriculum: Integrating the Study of Women into the Liberal Arts

Wheaton College, Norton, Massachusetts

Wheaton College is a women's college, committed to the education of women for almost 150 years.

Under a three-year grant from the Fund for the Improvement of Postsecondary Education, Wheaton is engaged in integrating the study of women into the core of the curriculum through a systematic examination and revision of introductory courses in all disciplines where faculty express a conviction that research on women is relevant. We are monitoring the process of institutional change to develop a case study of our experiences. Both the new curricula and the case study will be shared with other interested institutions at a dissemination conference in 1983.

The major products of this project will be curricula for enriched introductory courses and a case study describing the process of change. Our intended outcomes are (1) To provide Wheaton students with a balanced view of human existence as reflected in an inclusive liberal arts curriculum; (2) To encourage students to seek out more information on women's roles and concerns; (3) To encourage faculty to become aware of and study the research on women in their discipline and as an interrelated body of knowledge; (4) To serve as a prototype of an inclusive curriculum of liberal learning. This project spans three academic years, starting in August, 1980, and involves three stages of activity: (1) self-assessment, (2) curriculum development, and (3) preparation of a case study, including evaluation and dissemination.

Methods for self-assessment and faculty education in Stage 1 include faculty and student questionnaires, a self-assessment conference, colloquia, faculty workshops and attendance at national meetings. The specific methodologies for Stage 2, curriculum development, are evolving from the self-assessment process and are being tailored to varying departmental needs. Resources are applied, in both stages, to faculty released time, summer support, and short- and long-term visiting scholars. Stage 3, development of a case study, traces the process of curriculum change and will serve as the basis of a dissemination conference at the end of the project. The case study is intended to pinpoint critical events in the project's development to underscore those elements which will make the Wheaton experience and our curriculum model applicable to other liberal arts colleges.

Faculty Conference: A two-day conference of faculty, administrators and student leaders was held at the start of the fall semester, 1980. This conference formally inititiated the faculty's cooperative self-assessment process in which faculty members consider the relevance ofthe new scholarship about women to the Wheaton curriculum and then determine appropriate curricular revisions.

Intensive Workshop for Faculty: Introduction to the New Scholarship about Women. More than twenty faculty members regularly attended a one-week interdisciplinary workshop during Wheaton's January intersession, and more than fifty (from a total of 130) attended at least one session during the week. Eight outside scholars established a solid foundation for the new scholarship about women

in their fields, focusing on specific research and discussing the impact of these new perspectives on traditional disciplines. Classic articles in women's studies were provided, and the workshop participants discussed their concerns about the new scholarship and its impact on curriculum. The lectures were recorded for future use. Participants were awarded a stipend for women's studies books related to their interests.

BETTY SCHMITZ

A Project to Achieve Educational Equity Through Curriculum Reform
Montana State University

In 1979 Montana State University received funding from the Women's Educational Equity Act Program (WEEAP) for a two-year curriculum development project titled "Seeking Women's Equity Through Curriculum Reform." The forty faculty members from the university's seven schools and colleges who participated in the project evaluated textbooks and curriculum materials for sex bias, conducted new research on women, and revised standard courses to reflect the results of their research. Project research and development led to both substantial revisions within courses throughout the university curriculum and to change in the faculty participants themselves.

Montana State University, a state-supported coeducational institution of approximately 10,500 students, has never had a Women's Studies program. The grant proposal submitted to and funded by WEEAP identified incentives most likely to invite participation of faculty from a variety of disciplines: a yearly stipend of $1,500 for project research and development, ongoing technical assistance and consultation with project staff, seminars with nationally known consultants, and the opportunity for publication.

Faculty involvement in project activities spanned six quarters. During winter and spring quarters 1980, faculty participants attended a seminar series on issues of sex bias in higher education with nationally recognized scholars. Also during spring quarter faculty analyzed textbooks, course content, and classroom interaction for sex bias and submitted research reports highlighting their findings. Over the summer they conducted research on women and prepared proposals for course development.

In September 1980, a panel of outside consultants and faculty peers was convened to review the proposals. Faculty incorporated revisions based on the panel review into new courses and materials which were then field tested during winter and spring quarters. Their final reports on course development and implementation were submitted at the end of May 1981.

Research. During the first phase of the project, faculty participants initiated individual research projects to investigate problems or issues they had identified in their own fields. Three types of research studies emerged: content analyses of textbooks (e.g. "Treatment of Women in Anthropology Text"); surveys/questionnaires (e.g. "Student Success in Agricultural Engineerings"); and literature reviews (e.g. "Women in the History of Mathematics"). Faculty used the research results to delineate areas for subsequent course development.

Curriculum Development. Materials developed to respond to research findings fell into three major categories:

(1) Guides for identifying and integrating information on women into existing courses (e.g. "Guide for Integrating Women-Related Content into Psychology Courses");

(2) Awareness materials for faculty and students (e.g. "Guide to

Advising Women" and "Guidelines to Eliminating Sexism in the College of Agriculture");

(3) Course materials -- the three types of course materials developed correspond to recognized stages in Women's Studies development -- new courses focusing on women (e.g. "Sex Differences in Communication"); new units added to existing courses (e.g. a unit on sex bias for "Nursing Trends and Issues"); and new materials on women integrated throughout existing courses (e.g. this approach was used in "History of Montana" and "History of Broadcasting").

MARILYN SCHUSTER

SMITH COLLEGE: PROJECT ON WOMEN AND SOCIAL CHANGE, CURRICULUM GROUP

The Project on Women and Social Change at Smith College, funded by grants from the Mellon Foundation and Monticello, has been active since 1978 and is currently funded until 1984. It is an inter-disciplinary, cross-cultural research group that originally had seven Principal Investigators (there are now eleven) from the social sciences and the humanities. Work-in-progress seminars, lectures, colloquia and summer workshops have opened up the Project to the broader Smith community, the Five Colleges and a variety of visitors.

In June 1981 planning started for a Curriculum Group that will seek to integrate the research and concerns of the Project more directly into the curriculum. Plans are still tentative and funding is on a year-to-year basis; what follows is an outline of our underlying purpose, intentions and initial plans.

1) Overall concept

The initial impetus for this group at this point in the Project's evolution is the desire to integrate our research concerns more directly into the curriculum. The goals are both curricular and pedagogical. How can we more effectively infuse our syllabi with the substance not only of our personal research but of the research all of us are doing and also, can we begin to look more closely at pedagogy -- how can the classroom dynamic be changed to embody more directly the value placed on participation, individual discovery and group collaboration that has informed our own work?

The ideal would be to find a way at the Sophomore level to:

1)give students a more coherent, cross-disciplinary sense of women's experience;

2) provide a basis for a feminist critique of the conventional disciplines even while the students are learning the methodologies of those disciplines, ie. make clear the limitations and hidden criteria of disciplinary methodologies as well as the strengths and usefulness of the perspectives they represent;

3) find a way to expose students who are beginning to concentrate in one discipline to the basic methodologies/perspectives of other disciplines. For example, a student beginning to concentrate in the social sciences would learn also what questions are being asked in literature and how; ideally she might begin to integrate her own thinking and to make links among different fields at a time when students are encouraged to become more narrow in focus;

4) facilitate student participation in the learning/teaching process so that discovery is more active for the individual involved.

2) Plan and rationale

The plan thus far entails two separate components each of which will proceed through a number of stages.

a) Course clustering

The first component involves the clustering or loose linking of several (number to be determined) courses in different departments that each have as a primary focus, the experience and achievements of women. The first stage of course clustering, tentatively scheduled for Spring 1982, would involve discussion among the faculty teaching the courses to determine the best means for linking the syllabi. In the first stage, the main instrument for linking the courses will be a common, obligatory lecture series with a lecture approximately every other week at a mutually convenient time. The intention of the series is to introduce all of the students to the key questions of methodology governing each of the disciplines represented by the courses. Focussing on a central theme such as "Women and Power," the lecturers will consist of a mixture of Smith faculty and distinguished guest speakers agreed upon by the faculty involved.

In more advanced stages the syllabi of cluster courses (which could shift from year to year) might be more closely integrated. For example, all students might read a book or two in common and analyse them from the academic perspective they are primarily committed to learning that semester. There might be common writing assignments, peer learning or other activities that would combine students from the different courses.

The reason for pursuing this line of curricular development is twofold. It recognizes that we already have on the books a number of courses concerned with women's experience and that the faculty and students involved in those courses would profit from greater coordination of effort. Also, because clustering can be done without fanfare or a lengthy procedural itinerary, we can start immediately and retain a high degree of flexibility.

b) Pedagogical workshops

Summers can be used to discuss and develop pedagogical methods better suited to our needs than current practice. In the summer of '82, for example, a two week workshop on "case study method" is planned not only for "cluster" faculty but for others interested in revitalizing teaching methods in this way. In later summers and at key moments in the academic year, consultants who have been engaged in the development of feminist pedagogy could be brought in to give us fresh insight and guidance.

CAROL STONEBURNER

"Mainstreaming" Women's Studies
Guilford College, Greensboro, North Carolina

Guilford College is a co-ed liberal arts college with a resident population of about 1,000 students and a continuing education student body (mostly employed adults) of about 450.

In 1974-75, Guilford was awarded a small Faculty Development Grant in Women's Studies from a Title III grant to the three-college consortium (Greensboro College, Bennett College and Guilford College). The purpose of the grant was to start a Women's Studies Program to (1) encourage faculty members to incorporate the study of women and issues related to women in their regular curricular offerings, and (2) to establish some special women's studies courses. The college agreed to pay a Women's Studies Coordinator (part-time salary, equivalent to teaching one course each semester).

The faculty development model, using the interdisciplinary base of a required freshman interdisciplinary course (has involved 60% of the faculty), continues to be the primary way of work. Eleven Women's Studies courses have been taught and several more are developing. However, incorporation of Women's Studies into the curriculum continues to be the main goal.

80% of the faculty have been involved in some parts of the "intellectual consciousness raising" program listed below. More than one-fourth of the possible courses in the curriculum now have a Women's Studies component. The freshman required interdisciplinary course and most required freshman English courses have Women's Studies components. About a quarter of the faculty believe themselves to have been involved in active scholarly work in Women's Studies within their own discipline.

1974-75 Workshop on WHAT IS WOMEN'S STUDIES?
Retreat on IMAGES OF WOMEN IN LITERATURE ABOUT BIRTH AND REBIRTH - collected readings served as basis of discussion.

1975-76 Conference (students and faculty) on WHAT IS "NATURAL" TO SEXUALITY?
Faculty Study Group on WOMEN AND 19TH CENTURY MEDICINE - collected readings.

1976-77 Consultant on Women's Studies - Dr. Elise Boulding, University of Colorado (Sociology)
Conference (students and faculty) on WOMEN AND WORK - 9 speakers
Lecture series on AMERICAN QUAKER WOMEN
Consortium Grant on WOMEN IN THE ARTS - Guilford program - Marge Piercy - poet and novelist
Colloquium series on WOMEN AS SHAPERS OF CULTURE (Social Sciences) - Weekly faculty lecture series in fall
Colloquium series on WOMEN AS SHAPERS OF CULTURE (Arts) - Weekly lecture/demonstration series by faculty in the arts and local artists, dancers, etc.
2 issues of Guilford Review - using papers given above

1977-78 Faculty Study Group on THE UNDERSIDE OF HISTORY - Elise Boulding (Sociology)
Psychology Department all planned and taught in course on PSYCHOLOGY OF MEN AND WOMEN
Colloquium series on SEX ROLES
Guilford Review used paper from SEX ROLES Colloquium
Faculty Study Group on ANDROGYNY

(over)

1978-79 Faculty Study Group on MOTHERING
Colloquium on THE HERO
Faculty Study Group on METAPHOR OF HUMAN SPACE
Interdisciplinary Symposium on AMERICAN QUAKER WOMEN AS SPACE SHAPERS OF HUMAN SPACE

1979-80 Lecture - FIVE QUAKER WOMEN AND EDUCATION - Helen Hole
Faculty Study Group - WOMEN AND POETRY

1980-81 Faculty Study Group on HUMAN SEXUALITY
Co-sponsored a Conference with DOROTHY DINNERSTEIN, Mermaid and Minotaur, Rutgers (Psychology)
Consultant on WOMEN AND LABOR HISTORY and WOMEN AND WORKERS EDUCATION - Dr. Alice Hoffman, Radnor Center - Penn State (Labor History)
Planning 1981-82 Conference on WOMEN AND WORK - INTERCULTURAL PERSPECTIVE

EMILY STOPER

Incorporating Women's Studies into the Broader Curriculum
California State University, Hayward

Women's Studies on the Hayward campus is very small and was not expanding -- at a time when other Women's Studies programs around the country and here in the Bay Area are quite large and getting larger. This project's main purpose was to expand women's studies content in the curriculum -- primarily through the incorporation of more women's studies material in the regular curriculum, secondarily by attracting more students to the women's studies courses offered both within the departments and under the official heading "Women's Studies" and by stimulating the offering of more women's studies courses in the departments.

The heart of the project was the Faculty Development Course, taught in the Winter Quarter 1979 to 12 faculty members, each of whom received 2 units of assigned time. The course was team-taught. The final list of faculty proved to be exactly a "lively mixture of women and men, feminists and sexists" and people from a variety of disciplines.

Since people's interests varied so widely, each faculty member had to pursue his or her specialized area through work done outside the classroom under "contract" with the two instructors. Work was done on at least 6 new courses: Sociology of Women (to be offered Summer 1979); Women in Management; Women in Twentieth Century French Literature; Women in French Film; Women in Sport (to be offered Fall 1979); and Women at Work (to be offered Winter or Spring 1980 by myself and the woman from Management Sciences). Two annotated bibliographies were produced, one on sociology of women, the other on women in development. In addition, class presentations were made by six of the twelve "students" in the class.

The rest of the class time was spent on a series of lecture/discussions led by two instructors. There were also exercises involving the students filling out scales about their masculinity/femininity/androgyny and their work and family orientation, followed by extended discussion of the meaning of these scales, the findings when these scales were given to large samples and what kinds of behavior the various items on the scales correlate with. Follow-up activities include colloquia and one-day workshops on individual topics.

MARY RUTH WARNER

Black Studies/Women's Studies Faculty Development Project

University of Massachusetts/Amherst and Smith College

"The Women's Studies Program at the University of Massachusetts/Amherst was established in 1974 through the efforts of students, faculty, staff, and community women. The Program is dedicated to creating a forum in the academic community for the development of frameworks and methodologies which integrate women's experience and scholarly disciplines, and which ultimately will provide the incentive and expertise necessary to effect change in the larger community. At present, the Women's Studies Program offers an individualized major and a certificated minor to students interested in designing a course of study suited to their own interest and goals."*

While one of the goals of the Program is to foster the mainstreaming of women's studies into the university curriculum, our primary focus has been the development of women's studies as a discipline. However, we are and have been involved with a few "mainstreaming" activities such as the women's studies course description guide, the women's studies colloquium series and a Five College Women's Studies Faculty Development Seminar. The course description guide, published each semester and available to all students, offers a listing of approximately one hundred courses offered by the Program and courses in departments that focus on women's issues, as well as Five College Courses of interest to women's studies students."** Letters sent to several faculty requesting information on potential course listings, over the years have encouraged some faculty to restructure courses to address contributions of women in particular disciplines and others to design courses with a feminist perspective. The Women's Studies Program Colloquium Series has had similar impact since it serves as a five college forum for faculty presentations of research on women. The faculty seminar, funded by a grant from the Mellon Foundation through the auspices of the Wellesley Center for Research on Women, held in the fall of 1978 for women's studies faculty in the five college area, was organized around the topic of "Interdisciplinary Methodology and Women's Studies." This seminar was highly successful in bringing together in dialogue faculty from several campuses and many disciplines.

Another important aspect of our efforts has been the mainstreaming of the subjects of black women and racism into the women's studies curriculum. In the spring of 1979, the Women's Studies Program sponsored a two-day conference for faculty and students entitled "Racism, Black Women and the Teaching of Women's Studies." The conference drew a large audience from the five colleges and is remembered by many as an intellectual turning point. Some of the results of the conference were the inclusion of mandatory courses in cross-cultural perspectives for women's studies students, changes in the Program's public programming--for example, presentations about and by black women have become a major aspect of the Women's Studies Colloquium Series--and the creation of a year-long course by a five college faculty member called "The Significant Role of Black Women in Women's Studies." To continue our efforts in this direction, the Program has been awarded a FISPE grant for a Black Studies/ Women's Studies Faculty Development Project for the next two years.

Jointly sponsored by the Afro-American Studies Department at Smith College and the Women's Studies Program at the University, the Project will bring together a group of up to twenty faculty from the five colleges in an effort to build the intellectual and methodological, curricular and pedagogical connections between the inter-disciplinary fields of Black Studies and Women's Studies. Working together as each other's resource persons, the faculty will attempt to remedy the male bias of the field of Black Studies and the white, middle class bias of the field of Women's Studies. To accomplish this the faculty will participate in a two-year long seminar which will address: theory and methodology, research on Black women, pedagogy, strategies for cooperative enterprise. The product of the first year's seminar will be new courses to be taught at participants' home institutions the following year; the product of summer activity will be an annotated bibliography focusing on race and gender in the courses. In the second year, the faculty will teach the new courses; continue as members of the seminar which will then focus on pedagogy; present a regional conference in January entitled "Black Studies/Women Studies--Building Coalitions"; and produce a publication containing essays, model courses, annotated bibliographies so that their work may serve as a guide for faculty in other places.

* from the brochure, "Women's Studies, University of Massachusetts."

**the Five College Consortium consists of Amherst, Hampshire, Mt. Holyoke, and Smith Colleges and the University of Massachusetts, Amherst.